

Library Annual Assessment Report

College or Unit Name: University Library
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SECTION I

Summary of Goals and Achievement in Assessment

The library consistently strives to ensure patrons have a positive learning experience while interacting with faculty and staff, accessing resources and using the library building. Most of our assessment has fallen into the category of programmatic assessment, e.g. assessing a particular service or resource to decide continuation or refinement.

This past year the library has assessed information literacy classes taught by faculty and virtual reference chat interactions. We have worked diligently to incorporate library research guides into the Canvas Learning Management System, continued the progress of the 3-year LibQUAL+ assessment project, and analyzed building usage during final exams.

Information Literacy Skills

Class Sessions

The library assessed a select number of information literacy sessions taught by library faculty. Librarians conducted course-related instruction sessions to integrate research into the course curricula. They collaborate with faculty across campus to address learning outcomes that are relevant to the courses' research assignments, and appropriate to the students' level of research experience.

The surveys were conducted at the end of selected librarian-led sessions for students to evaluate the effectiveness of the instruction, as well as provide a chance for the students to review what they have learned. Student feedback allows librarians to focus on how to provide the most useful, relevant research instruction within the limited timeframe of a single class period. Additionally, library faculty may create and update online research guides for these courses, which provide research tools and also instructional materials designed to reinforce skills student learn in class: <http://guides.emich.edu>.

Virtual Chat Reference

The library participates in Research Help Now, the Michigan virtual reference cooperative. In coordination with OCLC's QuestionPoint®, chat reference service is available to assist with information needs around the clock and gives researchers a lifeline to the library whenever they need it. This service is branded as Ask a Librarian on the library website and is staffed by librarians.

At the end of each chat session, patrons are encouraged to fill out a short survey asking them several questions regarding their experience, and in particular if they perceived themselves to have learned something new during the session. Findings from the assessment are encouraging and indicate the service provides significant support for student learning of information literacy skills.

Canvas and Learning Management System

The library worked to promote its presence in the new Canvas Learning Management System (LMS), which will be the campus' new LMS beginning in Summer 2015. As a result of a collaborative effort between the Center for E-Learning (Extended Programs), the Library's Systems team, and the Library's Digital Presence team, a "Library Guides" link is now generated and added to every active course in Canvas. When selected, this link will redirect the user to one of the three following library options:

- if a course-specific library guide exists, the user will be redirected to it.
- if no course-specific guide exists but a subject-specific library guide does, the user will be redirected to the subject guide.

- if neither a course-specific nor a subject-specific guide exists, the user will be redirected to the library's homepage.

The library analyzed initial data collected through Canvas during the Winter and Summer 2015 pilot; and we will formally assess library guide usage in all disciplines during the 2015-2016 academic year.

LibQUAL+

The library continued the work on the three-year assessment project to analyze and improve upon the effectiveness of library services. This project was initiated during the 2013-2014 academic year with the planning and implementation of the LibQUAL+ Library Services Survey. The survey was conducted March 11- April 1, 2014 and was administered by Association of Research Libraries. The report was shared with the EMU community this past year at the University Assessment Forum on October 21, 2014, on the first floor of the library in poster format November 2014-May 2015, and placed on the library website at: <http://www.emich.edu/library/about/assessment/LibQualSummary2014.pdf>.

The survey investigated:

- Whether users are able to independently find the information they need.
- Perceived helpfulness and competence of library staff.
- Physical environment as a location conducive to inspiration, individual study and group work.
- Information Literacy efforts, public safety and Interlibrary Loan services.

The library used the information gathered from this formal assessment process for development of service initiatives to improve the effectiveness of library services in alignment with the strategic plan, mission and goals of the library. The library intends to implement the LibQual survey again in 2017 to evaluate our continuous improvement during the three-year time period.

Building Usage During Finals

Lastly, the library building has a long and varied history of extended hours of operation to meet requests to support final exams during the last two weeks of fall and winter semester. The library collected data to formally evaluate the building usage to make recommendations for the future. As needs and usage are always changing, a formal assessment of building usage will be ongoing.

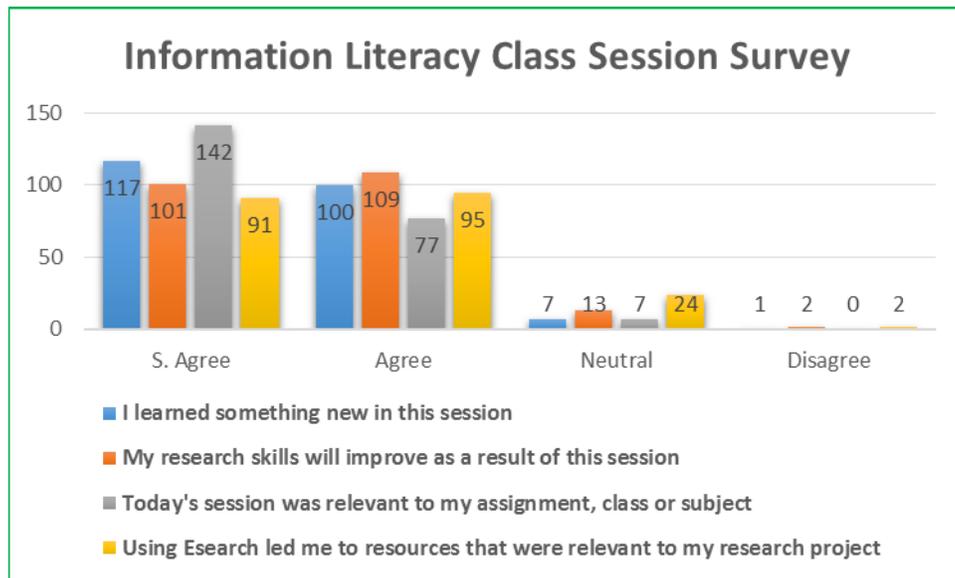
SECTION II

Examples of Achievements in Assessment

Information Literacy Skills

Class Sessions

Twenty-two librarian led class sessions were assessed during the 2014-2015 academic year. 225 students responded to the survey and of those, 139 individuals indicated this was their first formal interaction with a librarian in a class setting. Assuming the average class size is around twenty-five students, the estimate of the response rate is around 40%.

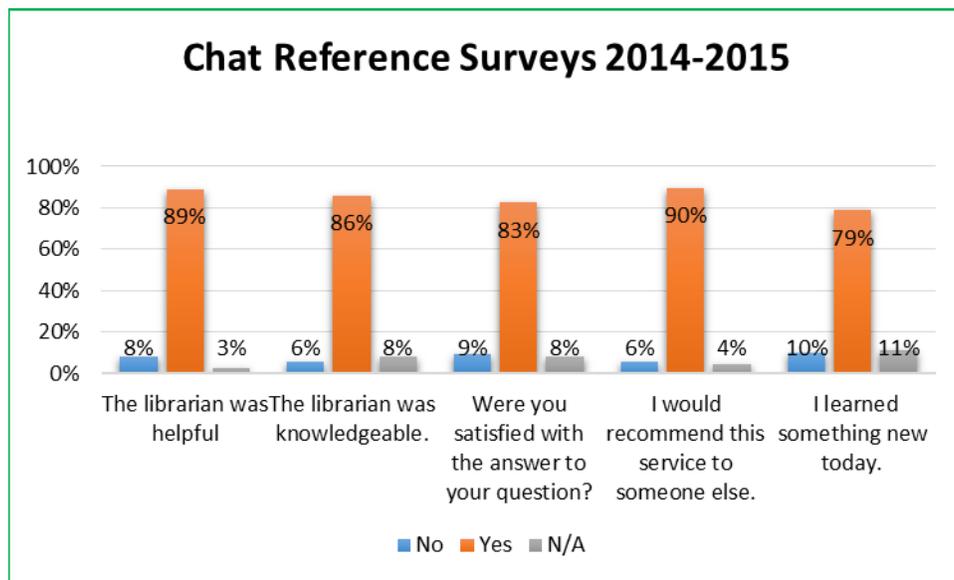


When asked in open format, “What was the most important thing you have learned during this session?” twenty eight out of the fifty six responses (50%) indicated they appreciated learning how to search appropriately for their topics. 25% specifically mentioned they appreciated instruction on how to use the library’s Esearch tool. The web-scale discovery tool called Summon®, branded Esearch by the library, allows users to search the library’s collection of books, articles, e-books, dissertations, videos, music, and more, all from a single interface.

Virtual Chat Reference

From July 1, 2014 – June 21, 2015, EMU library users participated in 1886 research assistance chat sessions through the Ask a Librarian service. About 46% of the chat sessions included library users asking questions about research strategies, indicating that this service provides significant support for student learning of information literacy skills.

Eight percent, or 151 participants filled out a survey after their chat session and the results are as follows:



Canvas and Learning Management System

A Library Guides link is now generated and added to every active course in Canvas. Usage statistics are logged and analyzed to identify trends as well as holes in the library's research guide coverage. Initial results show that since going active during the Canvas Winter pilot in February 2015, the Library Guides link has been selected nearly 5700 times by a variety of students and instructors representing undergraduate and graduate courses in all colleges (data count as of June 15, 2015). Coincidentally, this data has already identified areas in which the library could improve its impact on programs—the two courses that currently have the highest click number are from programs where neither course-specific nor subject-specific guides exist. While representing a good baseline test, it will be interesting to see what the data shows during 2015-2016, the first full academic year following implementation.

LibQUAL+

Undergraduates, graduates and faculty appreciate the individual attention and the ability to get help from a librarian conveniently. They value the physical space of the library to inspire studying and learning, and graduates and faculty are especially pleased with interlibrary loan services.

Analysis of the LibQUAL+ survey identified key themes and recommendations for service improvement. The findings are grouped by the four different dimensions which were used to organize the survey: Information Control (resources and access), Affect of Service (helpfulness and competence of library employees), Library as Place (physical environment), and Local Questions (supplement questions selected by the library). Items and initiatives acted on during the 2014-2015 academic year are addressed in Section III.

Information Control

- Continue to provide and make accessible a robust collection in a variety of formats to support research and information needs.
- Ensure resources are available online for independent use.
- Assess and implement improvements to Libray website.

Affect of Service

- Expand efforts with library-wide training of staff.
- Improve ongoing communication with all entities located within the library building.
- Continue to provide individual consultations.

Library as Place

- Review hours of operation.
- Investigate options and feasibility of reserving group study rooms.
- Monitor quiet study space.

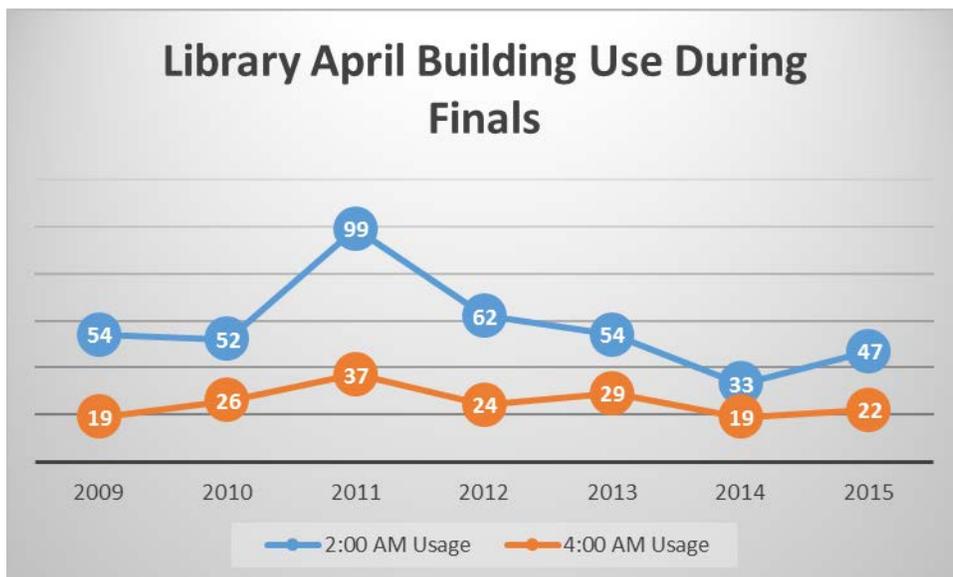
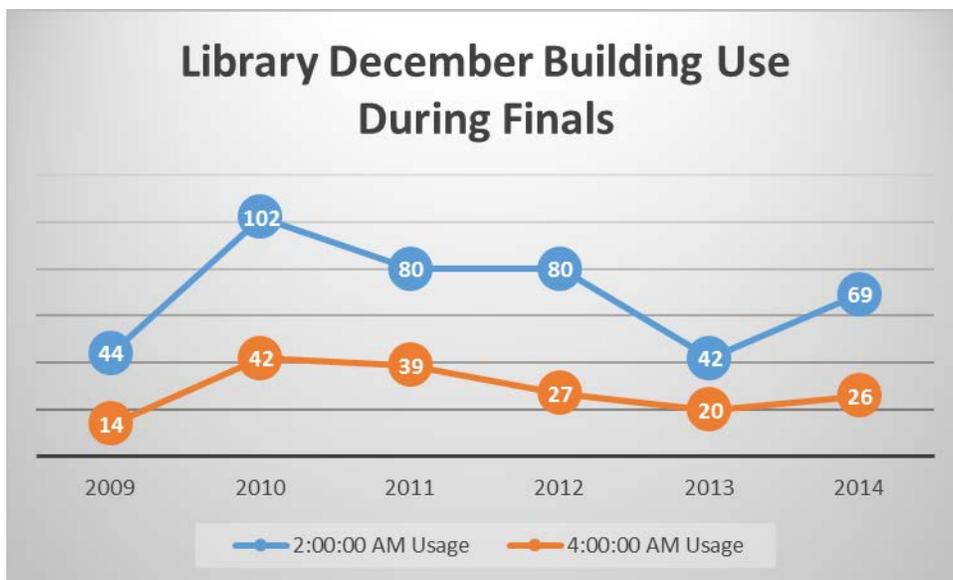
Local Questions

- Address expectations for learning tools with our growing population of onlne users.
- Raise awareness of public safety issues in the building.

Building Usage During Finals

From Fall 2009 through Winter 2015 semesters the Library has worked cooperatively with Student Government to provide a larger 24/7 space during exams (Club Halle). Each semester we continue to document the comprehensive counts of student users on the 1st through 3rd floors in two hour increments.

The following charts indicate the number of students using the 1st – 3rd floors of the library for the last two weeks of the fall and winter semesters at the 2 AM and 4 AM interval during 2009-2015. These two particular times were selected as they document the compelling decreased usage in the early hours of the morning.



Staffing has also been impacted on two levels by Club Halle. Day full time and student staffing were both stretched very thin by the expanded schedule impacting semester-end-shelving activities. Ideally we would want 1 FTE and 2 student staff onsite from midnight to 7:30 am to allow for breaks, regular walk-throughs, and to cover emergencies. 200,000 square feet is a lot to manage with just one or two people on duty.

Custodial services were also a significant problem. The custodians were unable to get most of their vacuuming done due to noise levels. The students were in the way of the custodians cleaning off tables, dusting, cleaning bathrooms etc. This caused reduced service to the building.

SECTION III

Examples of using assessment findings to make decisions

Information Literacy Skills

Class Sessions and Virtual Chat Reference

Findings from the assessment of both the class sessions and the chat references are encouraging and validates our perception of these classes and chat reference as providing significant support for student learning of information literacy skills.

Two questions specifically related to student learning:

- My research skills will improve as a result of attending this session, and
 - Classes - 93% Agree or Strongly Agree
- I learned something new today.
 - Classes-96% Agree or Strongly Agree
 - Chat- 79% of all participants agree

The library will continue to investigate options in supporting student learning and will explore other formats to meet demands of online classes.

Canvas and Learning Management System

As the library has only collected preliminary results from the pilot program, it will be interesting to see what the data will show during the first full academic year following implementation. The library will continue to monitor usage of the research guides and determine how to best serve information literacy needs across campus both online and in person. This project will influence decision making for many years to come.

LibQUAL+

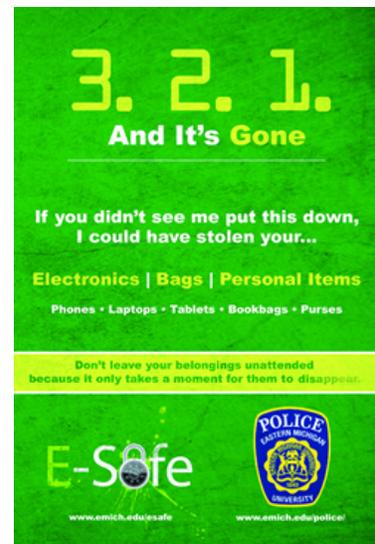
Items and initiatives from the LibQUAL+ assessment the library acted on during the 2014-2015 academic year are as follows:

Information Control:

- Continue to provide and make accessible a robust collection in a variety of formats to support research and information needs; and
- Ensure resources are available online for independent use.
 - The library was able to successfully negotiate a 7% reduction in spending with our largest resource electronic journal vendor, minimizing loss of content while keeping the library collection vibrant and responsive to research needs on campus.

Affect of Service and Local Questions:

- Expand efforts with library-wide training of staff.
 - Analyzed and revitalized the customer service training for professional, clerical and student employees to be conducted on a regular schedule.
- Improve ongoing communication with all entities located within the library building (Affect of Service); and
- Raise awareness of public safety issues in the building (Local Questions).
 - The library joined forces with the Division of Information Technology and the EMU Police to engage in an activity called *3. 2. 1. And It's Gone*. As library staff see unattended personal items within the building, they will leave the card displayed here to remind individuals that it only takes a second for someone to walk off with their personal items



- We are also keeping in close communication with the Division of Information Technology regarding the extended hours of the Morell Boone Computing Commons located on the ground floor in the library building.

Library as Place:

- Review hours of operation.
 - Prior to, and during of the LibQUAL+ survey, the building closed at midnight. 109 (16%) of the 685 comments left at the end of the survey mentioned a desire for the library to have longer hours or be open 24/7 on a permanent basis. This past winter, the ground floor computing lab was opened for extended hours. The library will continue to monitor usage during the entire academic year and determine if the perceived desire for extended library hours has been fulfilled.
- Investigate options and feasibility of reserving group study rooms.
 - In the past, there had been some problems with individuals monopolizing the group study rooms and being reluctant to vacate. This problem has led to the need for occasional intervention by staff. This past year, the library had signs put up in the study rooms on the second and third floor of the library, clearly indicating priority of these rooms are for groups.
 - Additionally, the Customer Service Team investigated the possibility of groups being able to schedule study rooms to better serve our students. The team contacted two libraries within the state to interview how the use of scheduling software such as LibCal or D!bs meet needs and expectations. The main concern of the findings was that the new procedures of scheduling the rooms would increase the amount of staff time needed to monitor the rooms. This would be a problem given the current staff shortage at the library. At this point, the library will continue to monitor the situation and review options.

Hours of the Building During Finals

From the Fall 2009 through Winter 2015 semesters, the Library has worked cooperatively with Student Government to provide a larger 24/7 space during exams. Usage continues to support some need until 2:00 am, with numbers dropping significantly after that time in the early hours. It appears that some expansion of library hours is necessary during exams, but the entire building does not need to be available. Also, with the advent of the Mobile Users Lab in the Morrell D Boone Computing Commons in the Fall 2015 semester, the need for a different kind of study space will be facilitated. The library will continue to work with Student Government and the Division of Information Technology to address the need for a 24/7 space during exams.